



COMMUNITY INVOLVEMENT

AROUND THE WORLD, FULBRIGHT STUDENTS, TEACHERS, AND SCHOLARS ARE FINDING WAYS TO BE INVOLVED IN THEIR HOST COMMUNITIES.

Sometimes their involvement takes the form of organized community service. Sometimes the involvement comes about because of a natural synthesis between a research project and the surrounding community (as in the example of Angela Nonaka) or between a teacher and his or her school. Sometimes (as in the case of Professor Robert Cannell) the grant may be designed to bring the scholar in contact with many students during the course of the grant. Sometimes whole families (like the Steinfatts) become involved. Sometimes the work done in class leads to wider work in the community (as it did for Isabel Alvarez and Mariana Clucellas). Or sometimes (as in the case of the story of Ken Mukai and Robert Bensley in South Africa) it happens because a Fulbrighter sees a need in his or her host community and steps in to try to help.

Fulbright Scholar JANE HUNTER is a Professor of History and Director of the Gender Studies Program at Lewis and Clark College in Portland, Oregon and the author of two books, *How Young Ladies Became Girls: The Victorian Origins of American Girlhood* and *Gospel of Gentility: American Women Missionaries in Turn-of-the-Century China*. During her Fulbright grant, she was a Professor of History at East China Normal University and she also reached out to students and colleagues throughout the region, participating in conferences, giving papers, and sharing her expertise. For example, she gave a talk to the Time-Warner Interns Program at Fudan University, gave a paper at a conference co-sponsored by the Vietnam National University and the U.S. Embassy in Hanoi, participated in conferences and

the annual meeting of the American Studies Network at Fudan University and visited more than a half dozen universities and colleges throughout China. When Steven J. Uhlfelder, Chair of the J. William Fulbright Foreign Scholarship Board traveled to China, he had the opportunity to observe and participate in some of Professor Hunter's classes.

Dr. Jane Hunter (second from right) with her family in Beijing, China.



left: Photo taken by Fulbright Scholar Kif Augustine-Adams of a family at the soup kitchen in Argentina where she and her husband Stirling Augustine-Adams (also a Fulbright Scholar) volunteered.



left: Fulbright Scholar Dr. John Fink with his family in at the Napo River in Ecuador. right: A photo from Dr. Fink of some of the middle school students in Ecuador who participated in his math skills program with their university tutor Andrea Morales (far left.)



U.S. Fulbright Scholar DR. JOHN FINK, a mathematician and professor at Kalamazoo College, went to Ecuador to teach mathematics at Universidad San Francisco de Quito (USFQ), a four-year private college. Using his experience in teaching, he developed a program to help a public school in the south of Quito to improve the math skills of students. With students from the University, he worked to enrich the sixth, seventh, and eighth graders' education in mathematics and science at the school, Quitumbe. Dr. Fink said that these years *"...are critical for education in science, engineering, and technology...[students from the University who tutor] serve as role models for the children with whom they work, giving to some of them what may be their first experience with the possibilities available to them if they continue their studies beyond the bachillerato."* Dr. Fink also helped to organize a weekly Professional Development Workshop held on the campus of USFQ. Each Saturday morning about 20 teachers from Quitumbe would go to USFQ for a two-hour class in English, followed by a one-hour class in mathematics or science.

U.S. Fulbright Scholar DR. VESNA KUTLESIC, a Serbian-American from Ohio, who is bilingual and bicultural, pursued numerous volunteer activities in host communities throughout Serbia and Montenegro. Working as a clinical psychologist and professor of psychology, Dr. Kutlesic helped to facilitate some of the social reforms that are taking place there, after a decade of wars. Her volunteer activities included lending a hand to training psychologists and psychiatrists, reforming mental health programs, developing professional standards, community networking, helping to establish a child abuse protection system, appearing on television and giving interviews to newspapers on issues of mental health.

below: Fulbright Scholar Dr. Vesna Kutlesic (center) with some of her psychology students in a small group discussion at the University of Belgrade, Serbia and Montenegro.



In the Philippines, U.S. Fulbright Scholar DR. DEBORAH JO TIPPINS, a science educator from the University of Georgia, was based at the West Visayas State University in Iloilo City, where she made important contributions to science teaching in the Philippines. She taught graduate and undergraduate students in her host university, directed workshops for elementary and high school teachers at the country's regional science teaching centers, and traveled around the country to consult with science education colleagues and give lectures before professional associations. Dr. Tippins conducted professional development workshops and seminars at large and small public and private schools. She also accompanied undergraduate physics majors to a remote barangay [village] in Panay Island as part of a course entitled "Community Immersion." Dr. Tippins and the students lived in the barangay for a week to learn about teaching in that setting and to carry out community service projects. While accomplishing her research and scholarship in the Philippines, Dr. Tippins made herself available to non-governmental organizations and other institutions to share her expertise.

below: Fulbright Scholar Dr. Deborah Jo Tippins and her students carry out community service projects at a remote barangay in the Philippines.



above: Photos by Fulbright English Teaching Assistant Aimee Betz of children at the orphanage where she volunteered.

While a Fulbright English Teaching Assistant in Korea, AIMEE BETZ spent Wednesdays volunteering at Dongmin Orphanage, teaching English to their six-year-olds and Wednesdays soon became Betz's favorite day. Near the end of her Fulbright grant she wrote a letter to the orphans to tell them what being with them had meant to her. She wrote how much she loved being "tackled by their hugs" when she arrived at the orphanage. While Betz' grant was for working as a teaching assistant in a middle school, she volunteered at the orphanage so that the small children there would be ahead when they began studying English in school. She wrote in her letter to them, *"I started coming to your home to teach you English, I have learned far more from you...I want to thank you for teaching me that communication can occur without words, and that bonds can be formed in the same way...I will think of you often; your laughs and your singing of the ABC's will stay in my heart forever."*

right: Fulbright Scholar Alzaruba and his public installation in the Republic of Korea, which he created in collaboration with his students.

U.S. Fulbright Scholar ALZARUBA is a multi-discipline visual and performance artist with over 100 exhibitions and recipient of numerous awards, who teaches at Towson University and the Maryland Institute College of Art. During his Fulbright grant to the Republic of Korea, he taught Experimental Directions in Fine Art at Sungkyunkwan University and researched contemporary and historic Korean art. Involvement in the community for Alzaruba meant working collaboratively with his students to construct a large-scale site-specific public installation in the form of a ship, the ship being for the artist a symbol of life's journey. The installation stands at a place the artist calls "a river of bustling humanity." Alzaruba calls his collaboration with his students, *"a manifestation of what happens when we work together towards a shared dream."*

In Japan, U.S. Scholar journalist SCOTT GORMAN spoke at local gatherings including elementary schools, international associations, local community centers, Sister City meetings, and local business groups. He also gave a cooking demonstration at the local elementary school. He participated in the regional tug of war, which has a long history in the community, and he went out with the local fishing fleet, attended various local festivals, and began a local temple clean up.

Also in Japan, U.S. Fulbright Student KATE TEELA became part of her host Nagasaki community by appearing weekly on an AM talk radio show. She began by discussing the things she found interesting about Japan. Eventually people started calling in with questions. Ms. Teela educated listeners about the United States and helped them understand how their country appeared to Americans. Clubs on campus, including the Photo Club, offered her another opportunity to interact with Japanese students. One of her pictures, a photo of her uncle leaning over the railing at Unzen, a volcano near Nagasaki, appeared in the local Nagasaki newspaper and sparked interest in "how foreigners view Nagasaki."



Professor STEPHEN FRANTZICH from the U.S. Naval Academy received his Fulbright Scholar grant to teach political science at the Faculty of Social Sciences of Charles University in Prague. Apart from his professional involvement, Frantzich helped many school libraries in the Czech Republic. As a director of the Books for International Goodwill Project, he organized a container load of 15,000 textbooks to be sent to the Czech Republic. Ultimately, over 40 schools and libraries around the country benefited from the project.

Also in the Czech Republic, U.S. Fulbright Scholar BARRY ROCK from the University of New Hampshire, initiator of the GLOBE program, lectured at Charles University in Prague and Mendel University in Brno. He also became involved with several Czech NGOs such as the Donors Forum, Multicultural Center in Prague, Green Circle, and Friends of the Earth. Additionally, he consulted on the National Biodiversity Plan for the Czech Republic.

And U.S. Fulbright Scholar EDWARD (SKIP) KIFER from the University of Kentucky offered his experience in testing and evaluation in education to the newly established center for preparation of a standardized graduation exam in the Czech Republic. His involvement in educational workshops and activities of non-governmental organizations trying to pursue reform of the Czech educational system resulted in a series of interviews in Czech newspapers and specialized magazines for practicing teachers.

In New Zealand, U.S. Fulbright Student DEVIN CASTENDYK was studying towards a Ph.D in geology at the University of Auckland, comparing the chemical composition of the predicted pit-lake at a mine in Waihi with existing pit-lakes in the United States. He also found time to volunteer as a crew member working with a group of physically disabled teenagers on the *Spirit of New Zealand*, a tall ship used for youth development programs around New Zealand. He served as group leader for part of the journey.

below: Fulbright Student Devin Castendyk (far left) with participants of the *Spirit of New Zealand*.



THOMAS FERRERO, a U.S. Fulbright Student who was studying for a Master's degree in jewelry design at the Manukau Institute of Technology in Auckland, New Zealand, volunteered, along with a group of fellow artists, to do some painting for the local hospital in Auckland, decorating new additions to the old building. The hospital, along with some local companies, supplied the paint and canvas and the artists supplied the art.



above: Fulbright Student John Ip tutoring a student in Harlem, New York.

While New Zealand Fulbright Student JOHN IP was studying towards a Master's degree in Constitutional Law at Columbia University, focusing on constitutional rights adjudication and criminal procedure, he also found time to reach out to the children of Harlem, New York, by taking part in a tutoring program.

AARON THOMAS SKROCKI, a U.S. Fulbright Student in Colombia, studied the work being done by ecclesiastical-based communities in neighborhoods in southern Bogotá. The communities focus on meeting the material and spiritual needs of Colombia's most vulnerable people: the desplazados (displaced ones). During his research, he was able to organize and participate in a number of projects in the communities, ranging from literacy programs to micro-finance. Largely because of these experiences, he is committed to a career in international development.

KENDALL MOORE was in Tanzania as a U.S. Fulbright Scholar for nine months, teaching journalism and media studies at the University of Dar es Salaam. Her research focused on the sociology behind AIDS activism in Tanzania. Moore volunteered and started a radio program that aired reports twice a week on contemporary issues and politics in the region. She subsequently worked on a television documentary of the AIDS crisis in Tanzania with the data and footage she collected on her grant.



Public Service Announcement and logo created by Maria Eugenia Cazares, while she was volunteering for the Rape and Domestic Violence Information Center.

As a Fulbright Student from Monterrey, Mexico, MARIA EUGENIA CAZARES, while finishing her Master's degree in graphic design at West Virginia University (WVU), developed a campaign for the Rape and Domestic Violence Information Center in Morgantown, West Virginia. She designed a new logo for the Center and the postcards that were distributed around the university. Cazares was awarded the Vilma Miller Scholarship from the Women Studies Department at WVU, but she says the most important reward was the lesson she learned about how women must see and value themselves.

Haitian Fulbright Student NATHACHA EMERANT joined the local Clemson, SC Big Brother-Big Sister Program where she tutored a fourth grade girl, helping her with homework and playing with her after school. Through the Clemson University American Fisheries Society sub-chapter, she mentored abused children by going fishing with them. She organized a Haitian art exhibit within the university in collaboration with the Inter-cultural Office; this art exhibit was organized in celebration of Haiti's 200 years of independence.

below: Fulbright Student Natacha Emerant with her "little sister" and fishing with local children.



Fulbright Scholar JOE KAGLE (whose art work was featured on the cover of the 2001 Fulbright Board's Annual Report) went to Georgia to help rebuild the once-vibrant artistic community of Tbilisi. Before he left for his grant, Kagle sent numerous letters to people he knew to help raise funds to create a Resource Room for American Art and Architecture. He shipped more than 220 boxes of donated books from U.S. publishers. In addition, he solicited the funds needed to create a fully equipped playground in Tbilisi. During his grant, Kagle taught American art, architecture, and museum studies at six universities, lectured on America and American education, and served on international study selection panels. He continues to work helping Georgians study in the United States.



above: Fulbright Scholar Joe Kagle (center) with students and artists in Tbilisi.

Also from Mexico, Fulbright Student GABY CASTAÑEDA discovered that children and teenagers in her host community of Athens, Ohio, did not have many opportunities to learn about Mexico, so she visited a local school and talked about Mexican customs and traditions. She said *"Many things can be said about the experience of living in America as a Fulbrighter. I have learned so many things from people who I can call friends now.... I have had the chance to share so many things...even some Mexican dancing lessons."*



above: U.S. Fulbright Student Angela M. Nonaka did her part in the community by harvesting rice in the fields of Ban Khor, Thailand.

Anthropologist ANGELA M. NONAKA, of Los Angeles, went to Ban Khor, a village in the "up-country" of Thailand, for her Fulbright Student grant. Ban Khor has an unusually large number of deaf residents and villagers have invented an indigenous sign language that is used by both deaf and hearing members of the community. Nonaka wrote that, *"...through the generosity of Fulbright, I was granted the rare opportunity, given the gift, of doing what I love most and of living a lifetime in a year...I had many novel experiences, including but not limited to: foraging for insects, fishing in leech-infested waters, herding water buffalo, planting rice, harvesting rice, thrashing rice, weaving cotton, making sweet sticky rice snacks, observing local midwifery practices, filming a 'rien phii' shamanistic ceremony, etc...I feel that micro-level, personal face-to-face, one-to-one interactions—interactions with people at different levels of the social, economic, educational, and occupational hierarchy—are important...and have a place in the overarching Fulbright mission of promoting cross-cultural exchange, cooperation, understanding, and respect."*

U.S. Fulbright Student DONNA M. G. COMISSIONG of Trinidad and Tobago pursued a doctoral degree in the Department of Engineering Sciences and Applied Mathematics at Northwestern University in Illinois. Comissioning, involved in social projects at home, volunteered at Chicago's Metro Achievement Center, which serves inner city girls. The program provides motivational outreach to encourage the girls to stay in school and then to apply for college. As a volunteer, Comissioning mentored six girls each semester. She says, *"It was a real joy for me when one of the girls from Metro was accepted to Northwestern University!"*

Fulbright Teacher Exchange participant JULIO RIOS, who teaches English in a public school in Iquitos, located in the heartland of Peru's rainforest, came to the United States to teach Spanish in Bradenton, Florida. He volunteered at Bradenton's community theatre. During Christmas he helped deliver food baskets to needy families in the area and packed toys for a prison ministry. He also made a special effort to share his Peruvian background with his host family and with his students. He spoke about Peru's history, Inca culture and its famous cuisine, as well as its social problems. He says, *"The experience will be so durable in my life... that I am going to help my people see how America was able to grow up as a big nation by showing respect and love for freedom and democracy."*

U.S. Fulbright Student musician ANGELA GLASS designed a project that focused on Afro-Peruvian music, doing research under the guidance of the staff of NegroContinuo, a Peruvian NGO, founded by Susana Baca, the renowned Peruvian singer, who won a Grammy in 2002. Glass spent time visiting with Peruvian musicians in their homes in Lima and in Cañete and Chinchá, two towns with African influences. As a result, she was able to understand the nuances of Peruvian musical language. The Afro-Peruvian music groups were impressed by her determination to play instruments, which are exclusive to Peru, such as "el cajón." She performed with Peruvian musicians in two public performances at the U.S. Ambassador's residence at the Binational Centre in Lima, mixing American jazz with Afro-Peruvian rhythms.

U.S. Fulbright Scholar ROBERT CANNELL, Associate Professor (Emeritus), from the School of Communication of Roosevelt University, Chicago, received a Fulbright-FUHU (The Danish Society for the Advancement of Business Education) grant, which enabled him to work with nine business colleges located on the island of Funen and in Jutland. He gave lectures to business English classes and to marketing classes on such topics as America's free market system, U.S. purchasing habits, and America's cultural diversity, giving his students an understanding of the United States, quite different from the media stereotypes they knew. He had contact with more than 1,000 students. At the end of the grant period, he organized a seminar for 45 teachers from the nine colleges to review the material he had lectured on and to brainstorm on how to incorporate and build upon the materials presented in their own teaching.

Argentine Fulbright Administrator Exchange Participant RODOLFO PARACHE CHAVEZ found that, *"getting involved with the U.S. culture was much more than handing out Argentine souvenirs; it was being open to questions and answering them with pleasure, or gaining from differences rather than hiding or pretending to have none.... During my short visit to Minnesota State, I could appreciate the difference between being a tourist staying at hotel rooms and being generously hosted at the home of an American teacher.... It also persuaded me that teachers of all nations, colors or races share similar views, hopes, and beliefs towards students."*

below: Fulbright Administrator Rodolfo Parache Chavez





left and above: Children from the school where Fulbright Scholars Kif Augustine-Adams and Stirling Adams volunteered (in the photo at left Kif Augustine-Adams is shown back row holding a child on her lap.)

Argentine Fulbright Student MARIANA CLUCELLAS said of her time as a Fulbrighter at Harvard's School of Education in 1999, *"I was convinced that all the knowledge I was to acquire during my stay at Cambridge would be within [Harvard's] walls. I was wrong. The most enriching experience came along to me unexpectedly as I picked up a brochure about voluntary service at Cambridge Public Schools...I started going once a week to a multi-grade course, which gathered students aged five through seven, most of them from Latin American parents....I would help them with their homework, especially with reading and writing assignments in English...I found myself loving those kids. I used to take them to the park once they had finished their homework and I began to feel I was part of it...the truth is, it was within Longfellow Public School's walls where I found all the knowledge I was looking for when I first arrived at Cambridge in 1999."*

U.S. Fulbright Scholars KIF AUGUSTINE-ADAMS and STIRLING ADAMS found that the school of their three children in Argentina became a prime location for their social integration in Buenos Aires. They met regularly with parents of other children and celebrated Argentine holidays. They went on field trips with the school, took teachers up on their promises to show them the city, invited playmates to their house and visited theirs. Their children's school operated a kitchen (comedor) for about 100 young children living in one of the poor towns in the Buenos Aires area; they became members of the "parents committee" in charge of purchasing and delivering food to the kitchen. They collected books from the United States for the comedor and the public school of the shantytown. They said of their experience, *"...if international understanding is built individual by individual, family by family, exchange by exchange, then the ties between the United States and Argentina are a little stronger today because of our six month stay in Buenos Aires."*

below: As a Fulbright Student at Harvard, Mariana Clucellas served the community as a volunteer for Cambridge Public Schools.



U.S. Fulbright Teacher Exchange Participant KEN MUKAI went to South Africa to teach science. He described his school there as enthused with learning, despite the absence of electricity and running water. The lack of after-school activities made Mukai wonder what he could do to help enrich the lives of children in the rural area of Kwa-Zulu, Natal, where some students walked up to three miles to get to school, which starts at 7:45 a.m. and ends at 2:00 p.m. and where 69 students made up one 11th grade class. Because he had experience with basketball programs and there was a nice piece of flat land next to one of the school buildings, he decided on a project to build a basketball court at the school. After getting approval from the school community, he began a fundraising effort with friends and family in the United States, to be able to build a court, buy a set of basketball gear, and the equipment needed to start a program (shoes, shirts, shorts and socks).

below: Students from Fulbright Teacher Ken Mukai's school in South Africa practice on their new basketball court.



above: Fulbright Scholar Bob Bensley and his family at the top of Table Mountain in Cape Town, South Africa.

ROBERT BENSLEY, a U.S. Fulbright Scholar from Western Michigan University to the University of Port Elizabeth (UPE) in South Africa, discovered that he was able to connect with a township primary school in a unique way. The principal of the school described to Bensley some of the problems she was having with the dilapidated school building. Bensley felt he could immediately help with the toilet building since he had restored an old farmhouse in the United States, including its septic lines, *"...I connected with the school's volunteer 'custodian' and we went down to the local hardware shop where I purchased about five dollars of plastic pipe and a couple of wrenches. I showed the custodian how to fix the problem and left the tools for the school.... A couple of weeks later, my family and I were invited to a celebration at the school.... One of the major focuses of the celebration was the freshly painted toilet building.... The newspaper came and did a feature story on my family, complete with sub-head 'Guest Lecturer Becomes Miracle Man by Fixing Toilets.'"*



The Fulbright Commission in the United Kingdom described U.S. Fulbright Student DORUK OZGEDIZ as an extraordinary person, “highly accomplished, very modest.” A macro-economist turned doctor who speaks five languages, Ozgediz was involved in Vision Youthz, a nonprofit in San Francisco that provides avenues for skills and relationship-building, and inner awareness for inner city youth to graduate into higher levels of education, employment, relationships, and well-being. While on his grant, Ozgediz arranged free international air tickets for the Program Director of Vision Youthz, a youth associate, and a youth intern to travel to London to meet with counterparts in the United Kingdom, exchange experiences, and widen their cultural horizons. This, says the Fulbright Commission, will result in permanent links between the two groups.

IMANE MRINI from Morocco received her Fulbright Student grant to pursue a Master’s degree in Environmental and Water Resources Engineering at the University of Texas at Austin. Mrini found a way to interact with the local community by participating in a weekly “family dinner,” where she had the occasion to cook couscous for over 30 people and to share her Muslim and Arabic culture. She also volunteered to teach Arabic to a group of high school students once a week for three months. Mrini also volunteered to be part of a conference and press organizing crew for the largest music and film festival held annually in Texas.

U.S. Fulbright Scholar THOMAS STEINFATT’S whole family found ways to be involved in its Cambodian community. Steinfatt’s primary focus was working on curriculum and faculty development in relation to social science research. He also worked with the Ministry of Health on an HIV project and was involved in research on the issue of international trafficking in persons. Steinfatt’s wife, a nurse, volunteered at an AIDS hospice west of Phnom Penh and at a military hospital in the city and she also conducted drives for supplies for both of these institutions. Their son, Drew, belonged to a volunteer group from his school that built houses for poor families and did fundraising for the project.



above: Fulbright Student Isabel Alvarez took part in her community while studying at California State University in Northridge, California.

Spanish Fulbright Student ISABEL ALVAREZ, while at California State University in Northridge, took part in a service-learning project as part of her class, “The Image and Voice of the Chicana in Mexican American Literature.” The idea of doing community service appealed to her and reminded her of the initial reason why she had applied for a Fulbright grant: to get to know Chicano culture firsthand, instead of studying it solely through a theoretical perspective. Her project was at a senior residential community in Chatsworth, California, where she interacted with two Latina senior residents. The placement’s aim was to relate the Chicano literature read in the class to personal experiences. The women told Alvarez about their roles as women in their communities, their relationships to their families, and their job experiences. Alvarez said *“I am most grateful to them for letting me come into their lives.”*

In Spain, U.S. Fulbright Students DANIELLE ANCIN and LAURA HOCHLA did volunteer work with the immigrant organization, Granada Acoge (Granada Shelters), while U.S. Fulbright Student Alexander McSpadden volunteered with the installation of public artworks and performances for a three-week contemporary art festival in Madrid organized by Visual Artists Associated.



While a U.S. Fulbright Student at the University of Adelaide and South Australian Museum in Australia, Kristofer Helgen identified a new species of bat, whose genus name is *Pteropus* and whose species name will honor the Fulbright Program. This marks the first time in the history of the worldwide program an animal species was given the Fulbright Program name. Helgen was awarded a Fulbright Scholarship to undertake a Ph.D with Australian mammalogist Dr. Tim Flannery.

left: U.S. Fulbright Student Kristofer Helgen with the Fulbright bat.
Photograph by PENNY BRADFIELD. *The Sydney Morning Herald*

The following was excerpted from an article in the Humphrey Fellows Magazine written by JUDY BABBITTS about some of the ways that Humphrey Fellows bring the world to U.S. communities.

... JESSICA NEPOMNESHI, an Israeli Fellow at Rutgers University, met Taleb Al Harithi, a Palestinian Fellow at the University of California-Davis at the Humphrey Program's Washington Seminar in November 2002. They discovered that they shared a background in peace activism back home. Before the four-day seminar was over, they had outlined a public presentation, "We Refuse to be Enemies." When others heard of their willingness to speak together on the need for dialogue

and reconciliation in the context of the Israeli-Palestinian conflict, they were invited to the University of Iowa in Des Moines and Bucknell University in Pennsylvania. Nepomneshi later gave five more lectures on issues of peace, reconciliation, and transitional justice in the Middle East in Syracuse, New York, and in the Rutgers University community in New Brunswick, New Jersey..."*People told us that they were exposed only to media messages regarding the relationship between Palestinians and Israelis, and hardly at all to the 'different voices' Taleb and I represented. They rarely had the chance to hear a Palestinian and Israeli talk together on the same platform"...*

below: Humphrey Fellow Jessica Nepomneshi (center), an Israeli Fellow at Rutgers University, conducted a workshop on diversity and multiculturalism with a group of Americans.





above: Humphrey Fellow Anita Das with Janique Crenshaw at the art show in New Orleans.

“Now everyone in Harry M. Hurst Middle School knows about my country,” said ANITA DAS from Malaysia, a 2002–2003 Humphrey Fellow at Tulane University. *“And not only the children and teachers, but their parents and the community too.”* As part of her Humphrey Fellowship Year, Das collaborated with Beverly Crow-Stromme, a Fulbright alumna who had a six-week grant to Malaysia in 2001, and organized a museum exhibit of American and Malaysian children’s art, poems, and stories about Asia in Louisiana. The

American children based their understanding of Asia on their course work and the personal knowledge of Malaysia Crow-Stromme brought to their classrooms. Combining the American students’ artistic work with work by Malaysian students from Sea Garden National Secondary School in Petaling Jaya, Das and Crow-Stromme mounted an exhibit that introduced the community of Destreham parish, a rural county in Louisiana, to part of the world many had never seen before. At the opening of the exhibition, Das spoke to the public about her native land and showed slides of the country. The exhibit opening was filmed by the local TV news station and broadcast throughout the parish.

...Humphrey Fellow MAURICE DJAN KOUADIO returned home and founded Habitat for Humanity Côte d’Ivoire (HPHCI) in 1999, after being involved with Habitat for Humanity as a 1998–99 Fellow at the University of Minnesota. Since then, his organization has reconstructed nine villages and built 69 houses. Eighty-seven new villages are on the waiting list. The U.S. Ambassador was so enthusiastic about HPHCI that he pledged \$20,000 last year to support its work...

below: In Côte d’Ivoire, Maurice Djan Kouadio launched a Habitat for Humanity program as an outgrowth of this 1998–99 experience as a Humphrey Fellow at the University of Minnesota.



FULBRIGHTERS IN THEIR COMMUNITIES



U.S. Fulbrighter Stacy Jupiter conducted research on the consequences of severe mangrove dieback on near-shore coral health at the University of Queensland, Australia.



Members of the Austrian Alumni Association gathered at the residence of U.S. Ambassador W. L. Lyons Brown in 2002 at a reception to honor the inaugural class of Austrian 1951–52 Fulbrighters. They posed with a photo taken of the class during their transatlantic passage. That first group included a future governor of an Austrian province, two leading journalists and a number of future Austrian ambassadors.



U.S. Fulbright Teacher Steve Weissburg is shown in the center with his students from Botlabe High School in the township of Oukasie in South Africa.



Australian Fulbrighter Rod Eastwood conducted research on evolutionary questions concerning butterflies and their attendant ants at Harvard University.



U.S. Fulbright Student Vuong Nguyen researched HIV/AIDS therapies in Kenya, working with their Ministry of Health to open new HIV clinics at local hospitals. During his time in Kenya, he had the opportunity to escort Health and Human Services Secretary Tommy Thompson during the Secretary's visit to the New Nyanza Provincial General Hospital.



While serving as a U.S. Fulbright Teacher to Scotland, Shirley Mills (shown center) carried out a project of weekly classroom sessions that would acquaint the children in her primary school about the United States. For this session on native Americans she holds a birch bark canoe and is wearing an Indian Strap dress.



U.S. Fulbrighter Belinda Waltman (with wallaby) conducted research at The University of Adelaide, Australia, on pregnancy in mammals and marsupials.



Kenyan Fulbright Student Adon Ombura (second from right) is shown between classes with his fellow students from the Philadelphia College of Textiles and Sciences.



U.S. Fulbright Scholar to Georgia art professor Roger Colombik was the first American guest lecturer at the Art Academy in Baku, Azerbaijan. His lectures gave students there an opportunity to view works by contemporary American artists.



Maria de los Reyes Tirado from Spain, who did research while on her Fulbright grant at Stanford University on the interaction among chaparral plants after a fire, is shown in front of a prescribed fire in Los Padres National Forest.



U.S. Fulbright Exchange Teacher Mark Hogan's last night in Norway was St. John's Eve, Norway's Midsummer's celebration, which in the region where he and his family lived is marked with a mock wedding. Hogan's middle daughter is behind him and served as one of the "bridesmaids."



U.S. Fulbrighter to Spain Ani Mason (shown here with two Moroccan immigrant children) did research in Madrid on "separated children" and analyzed Spanish laws that affect these children.